



Poučení z Francie a Nizozemska v oblasti doktorského vzdělávání

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Můj doktorát a příspěvek

- Moderní dějiny
- Pod dvojím vedením (cotutelle)

Institut Mezinárodních studií FSV UK

Leiden University Centre
for Arts In Society

- Příklady dobré praxe

PHD

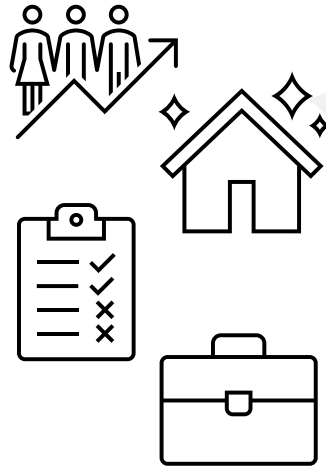


Universiteit
Leiden

IMS
FSV UK

O čem to bude? Z čeho vycházím?

- (spolu) Vedení PhDs
- Doktorské školy
- Přijímačky a evaluace
- Kariera po PhD



NL: The Netherlands Centre of Expertise for Doctoral Education – příklady dobré praxe

FR: Réseau national des collèges doctoraux (RNCD) –šetření mezi PhDs a školiteli (2021)
(odkazy na zdroje detailněji na konci prezentace-bude sdíleno)

Spolu-vedení PhDs

- Nizozemsko

Relativně běžné (promotoři jen profesori),
doporučení max. 4

- Francie: dvě třetiny mají školící tým
(cca. 1 / 2 v soc a hum)

- Když funguje (82%), tak super



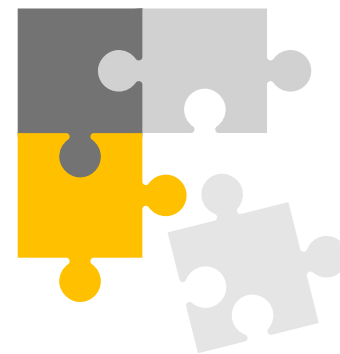
- Řeší i izolovanost školitelů



- Alternativa = **intervize** (konzultace s dalšími školiteli)

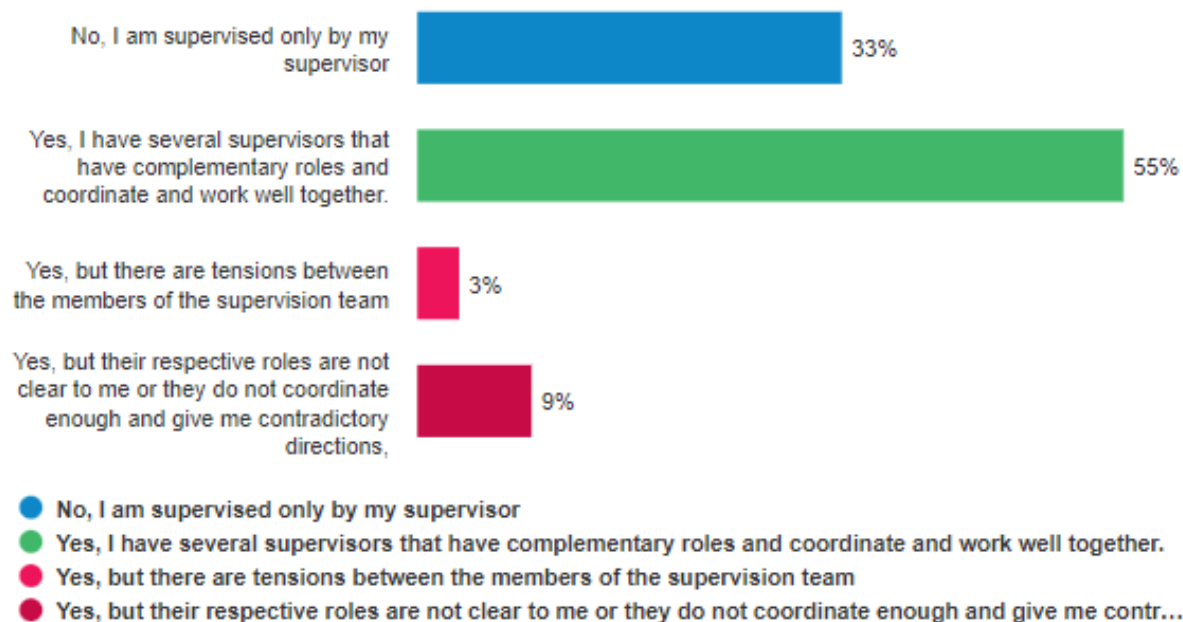
- **Více PhDs u 1 školitele**

= výhoda v možnosti spolupráce (ale ne víc než 5!)

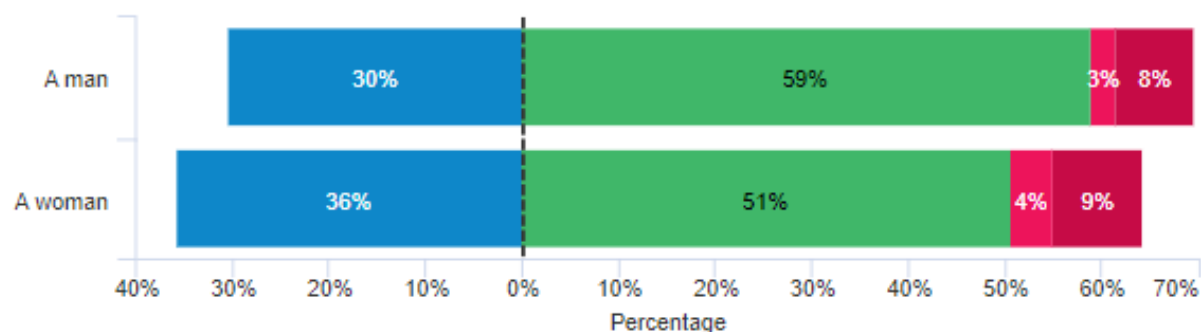


La pratique du co-encadrement

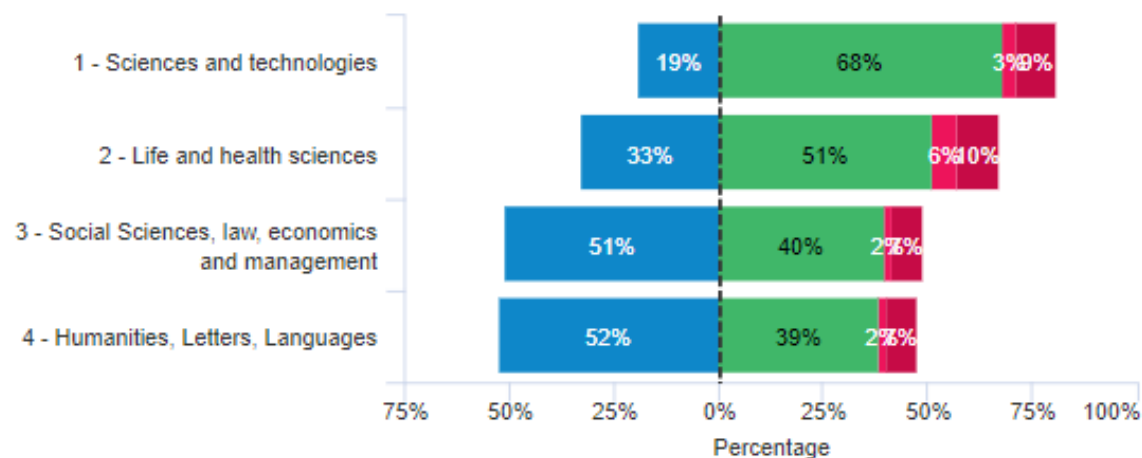
3.10 - Are you supervised by a team? (supervisor, co-supervisors)



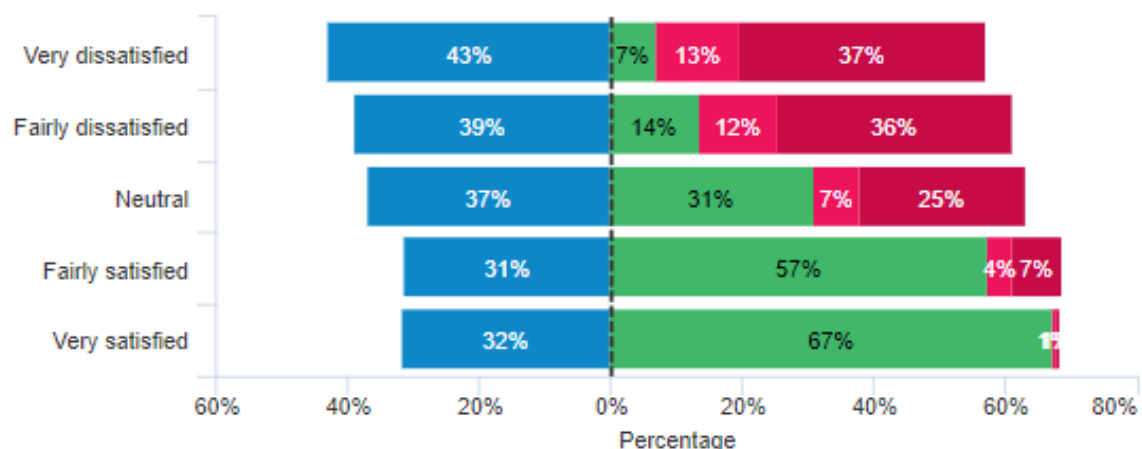
Cross: 1.1 - Are you? / 3.10 - Are you supervised by a team? (supervisor, co-supervisors)



Cross: 1.3 - What is your broad field of research ? / 3.10 - Are you supervised by a team? (supervisor, co-supervisors)



Cross: 3.11 - What is your general level of satisfaction with your doctoral supervision (supervisor, co-supervisors) / 3.10 - Are you supervised by a team? (supervisor, co-supervisors)



Nastavení vztahu se školitelem

Frekvence konzultací

- 1x měsíc nestačí (NL)
- 1x týden ideální? (FR)

Noví školitelé – chybí zkušenosti

Zkušení školitelé – ztráta pochopení

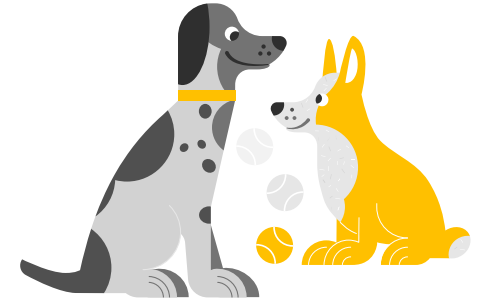
- Potřeba definování zodpovědností (+ jejich rozdělení v případě týmu školitelů)
- Institut Standardu školitele ([Lojdová 2021](#))

Role školitele během pandemie covidu (FR)

Pocit izolace **44%** vs **58%** Ztráta motivace **67%** vs **84%**

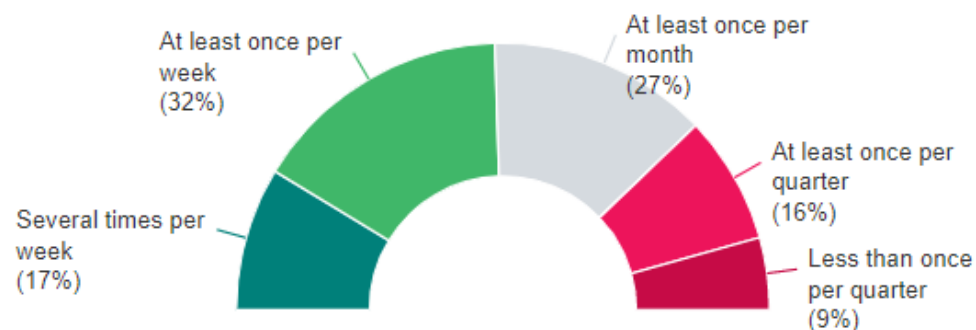
Narušení výzkumu **52%** vs **75%** Potřeba prodloužit **44%** vs **64 %**

(**Spokojenost** vs **nespokojenost** se školitelem)

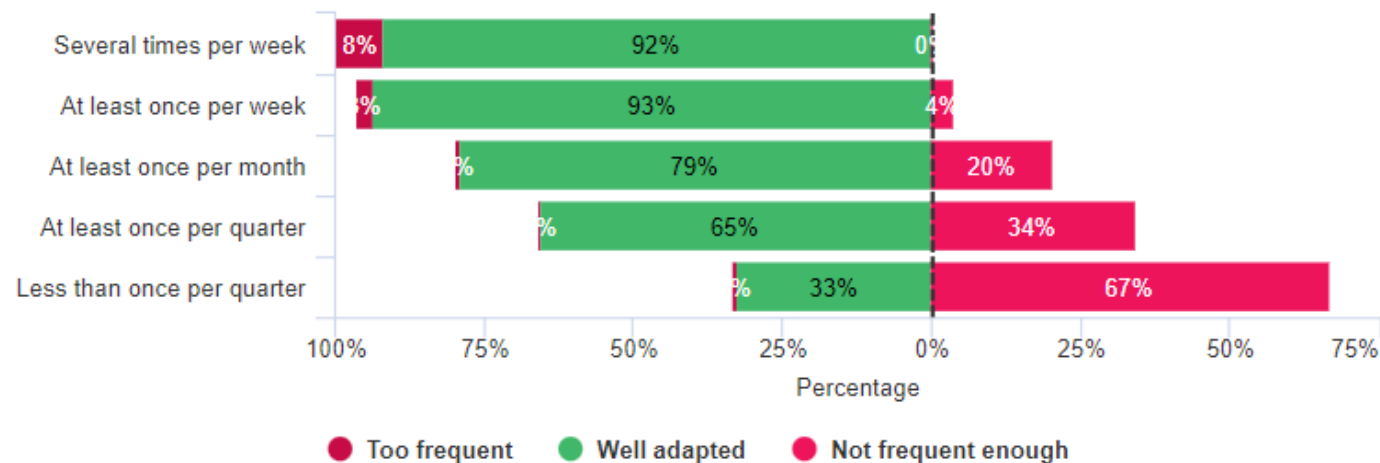


La fréquence des rencontres entre les doctorant.e.s et leurs encadrant.e.s

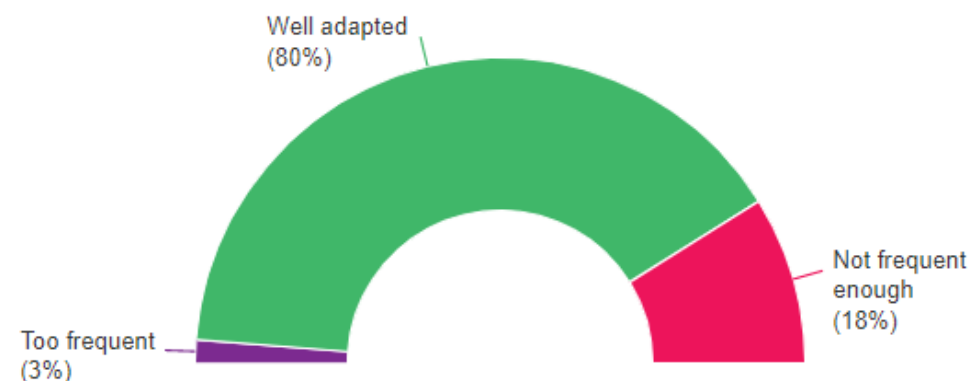
3.14 - How often do you meet your thesis supervisor or a co-supervisor?



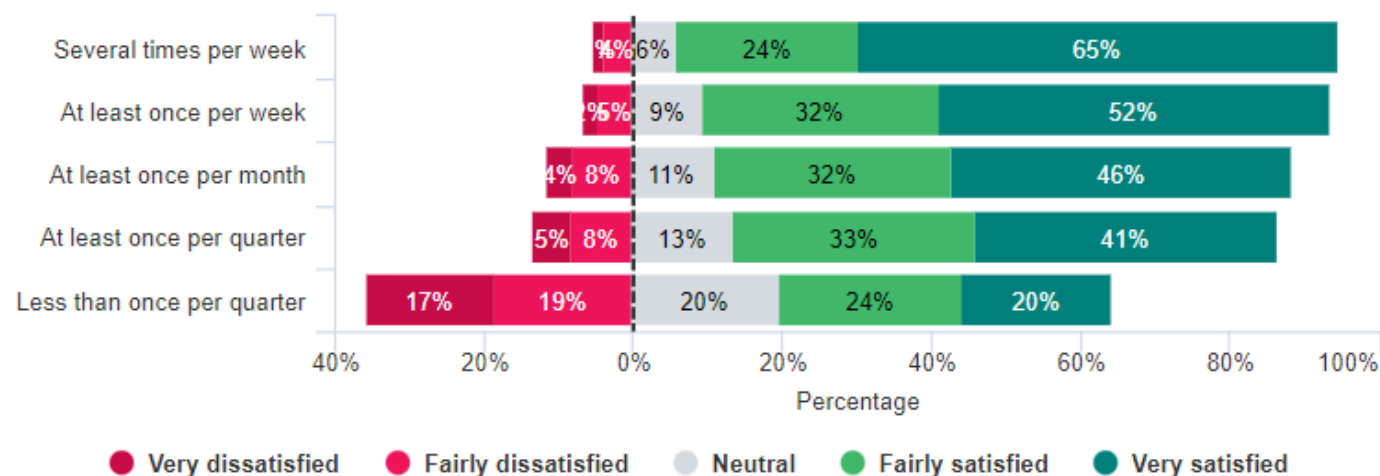
Cross: 3.14 - How often do you meet your thesis supervisor or a co-supervisor? / 3.15 - How do you rate this frequency?



3.15 - How do you rate this frequency?



Cross: 3.14 - How often do you meet your thesis supervisor or a co-supervisor? / 3.11 - What is your general level of satisfaction with your doctoral supervision (supervisor, co-supervisors)



Doctoral / Graduate Schools



- Administrativní pomoc, nabídka kurzů, rozcestník pro kontakt
- Podpora pro školitele, hodnocení postupu PhDs
- Např. formulování podmínek školení, exit interviews (hl. ti neúspěšní)
- Důraz na pomoc externím a zahraničním PhDs

[KRECon 2022: Doctoral Schools - Enhancing Research Careers](#) (Knowledge Research Education Conference)

10. a 11. listopadu 2022 v Praze

Good Practice Principles for Graduate Schools in the Netherlands



Hans Sonneveld - Hannerieke van der Boom - Paul van Dijk – Linda Martens –
Inge van der Weijden

Netherlands Centre of Expertise for Doctoral Education

October 2021. Version 1.0

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18. The Graduate School's coordinator has an exit interview with each PhD candidate whose PhD project comes to an end.....	32
19. The Graduate School pays extra attention to chronic exceeding of the time available for the PhD project	33
20. The Graduate School provides adequate work facilities, including workspace and finances for following and providing education and conference attendance	34
21. The Graduate School periodically conducts research among PhD candidates and supervisors into the qualities of the PhD programme and points for improvement	35
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Přijímací řízení a hodnocení postupu

- Formalizovaný proces přijímacího řízení= +
- Role školitelů – vybírat slibné kandidáty
vs přiřazování bez vlastního vlivu

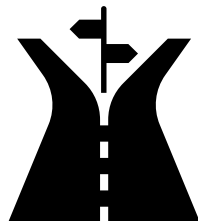
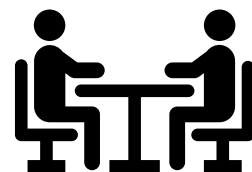
Nezávislé hodnotící komise

Nezávislosti na školiteli, vedení
(vliv PhDs na složení) +

- Včasné identifikování problémů
(šikana, diskriminace, ...)
- Aspoň po 1. roce (ideálně každý rok)
- Nutnost zaškolení členů

Kdy rozhodnout zda to má s PhD smysl

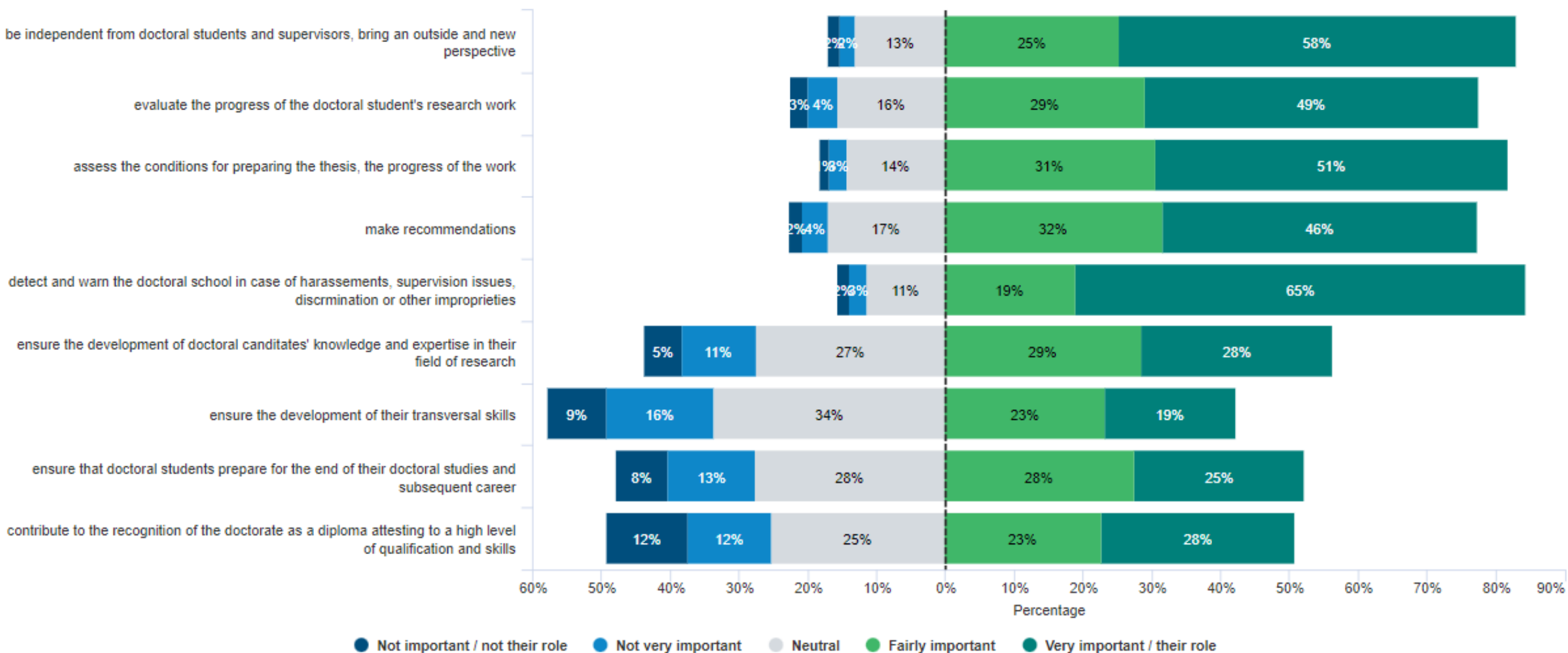
- PhD po 1. roce moc brzo?
(ANO x NE pohovor - po 2. roce?)



Les rôles et responsabilités des comités de suivi individuels

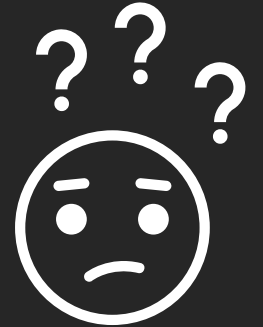
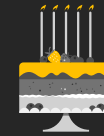
Que pensent les doctorants et doctorantes ?

the role of the monitoring committee in general?



Řešení života po doktorátu

- Obavy a stresu pro PhDs. (FR: víc než 1 / 3)
(hlavně ve vyšší ročnících= 4+)

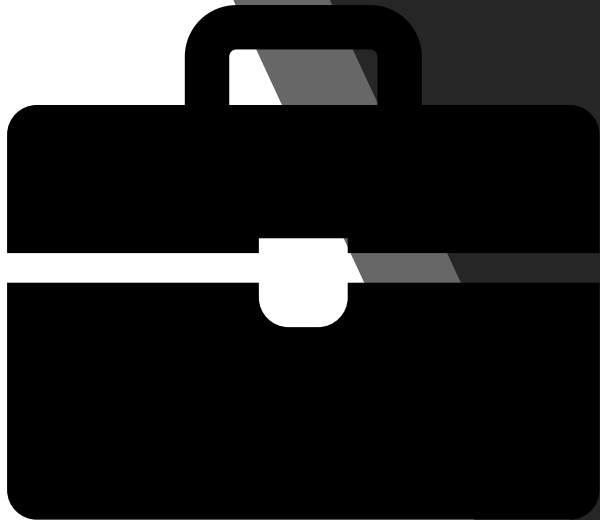


- Karierní workshopy během doktorátu

- Veletrhy práce s výzkumným zaměřením (NL)
(pro PhDs a postdocy)



- Celostátní platforma na evidenci prac. příležitostí (FR)



Dobrá praxe zmapovaná je, jen o tom vědět...

- [EUA Council for Doctoral Education](#) – platforma „The Doctoral Debate“
- [The Netherlands Centre of Expertise for Doctoral Education](#) – sbírání odborné diskuze, sdílení dobré praxe
- [Šárka Lojdová, Standard školitele jako nástroj kultivace akademického prostředí?](#) (2021)
- [Hans Sonneveld, Supervision in Europe](#) (2015) – „svět školení už nemá další tajemství“

• **Nizozemsko**

- [Good Practice Principles for Graduate Schools in the Netherlands](#) (2021)
- [Graduate School of Life Sciences of Utrecht University PhD Supervisor Guide](#) (2021)
- [Leiden University Best Practices for PhD Supervision](#)
- [Supervising PhD Candidates at Wageningen School of Social Sciences \(WASS\)](#) (2018)
- [2020 PhD Survey](#) - PhD Network Netherlands (PNN)

Francie

- [Le doctorat en France](#): (2022) – možnost [interaktivního prohlížení dat i v angličtině](#)
- [12 constats et recommandations du RNCD \(2022\)](#)

Leiden University Graduate School of Humanities

4 sessions

26 September 2022

13:00 - 17:00 uur

17 October 2022

14:30 - 16:30 uur

31 October 2022

13:00 - 17:00 uur

21 November 2022

14:30 - 16:30 uur

€ 1.000,-

English

Blended

= 12 hodin

“Supervising PhD candidates” course

The success of a PhD candidate depends in part on the guidance he or she receives from the supervisor. Members of staff who are supervising a PhD candidate for the first time are required to follow the Supervising PhD candidates course. This course offers insight into what supervisors can do to get the best out of their PhD candidate.

Format

The training course consists of a combination of theory and practice. Newly acquired skills will be honed using **role playing**.

Best Practices for PhD Supervision

	Supervisor	PhD Candidate
Be aware of stressors	<p>Be aware that as a supervisor you are a role model for the PhD candidate, and should set a good example in terms of stress management.</p> <p>Be aware that your (potentially unhealthy) work attitudes are easily seen as a professional standard. Stimulate the PhD candidates to take breaks. Be</p>	<p>Be aware that your life involves more than your work.</p> <p>Manage your stress level and respect your boundaries.</p> <p>Also talk to your colleagues and peers about their struggles with doing research, sharing the same</p>
Be committed	<p>Be aware that doing a PhD is a lengthy process that requires long-term commitment from both sides.</p>	<p>Be aware that the PhD journey will be lengthy and not always easy, and that your initial motivation can be hard to maintain.</p>

	Supervisor	PhD Candidate
Be willing to receive feedback	<p>Be aware that for any professional relationship to work, feedback must be a two-way exchange.</p> <p>You should expect feedback from the PhD candidate just as the latter expects it from you. Be open to the feedback you receive and take it seriously. If no feedback is given, ask for it. You are encouraged to do so a couple of times a year, but in any case, during the yearly progress interview with the PhD candidate.</p>	<p>Be aware that receiving feedback is very helpful for your progress.</p> <p>Keep in mind that feedback is meant to help you and is not targeted against you as a person. Feedback is needed to advance your project. If it is not forthcoming, ask for it and use the feedback to your best advantage. Don't be afraid to ask for feedback in an early stage, this prevents you and your supervisor from going in separate directions.</p>
Be willing to give feedback	<p>Be aware that a PhD candidate needs regular feedback that must be professional, objective, constructive, and balanced.</p> <p>Feedback may have a large (emotional) impact on the PhD candidate, thus you should be cautious in choosing where and when to give feedback,</p>	<p>Be aware that feedback on supervision can always be helpful.</p> <p>Supervising a PhD candidate is a hard job. You can help your supervisors by giving open feedback about their supervision, always with respect and consideration.</p>

Děkuji za Vaši pozornost

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